DOCUMENT RESUME

ED 271 156 JC 860 365

TITLE	Performance Profile.
INSTITUTION	Maryland State Board for Community Colleges, Annapolis.
PUB DATE	Apr 86
NOTE	19p.
PUB TYPE	Statistical Data (110) -- Reports - Descriptive (141)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	College Graduates; *College Transfer Students; *Community Colleges; Education Work Relationship; *Employment Patterns; Followup Studies; *Graduation; *Outcomes of Education; Participant Satisfaction; State Surveys; Student Educational Objectives; Two Year Colleges; *Two Year College Students
IDENTIFIERS	*Maryland

ABSTRACT

Designed to provide information to the Maryland community colleges for self-improvement and to demonstrate institutional accountability, this report presents a concise summary of measures of student outcomes. Following introductory material on the purposes of the Performance Profile, the principles guiding its development, and the annual update of the report, a series of data tables and charts are presented offering statewide and institutional statistics. Longitudinal data are presented on: (1) the percentage of each college's students who achieved their degree goal, graduated or transferred to Maryland public colleges, and were satisfied with the instruction they received; (2) the percentages of occupational credit students who were employed full-time in their field of training, were rated highly by their employers in terms of training, and passed the state nursing licensing examination the first time; and (3) the percentage of transfer credit students who achieved their transfer goal, were in good academic standing at the University of Maryland and other state four-year institutions, and were satisfied with their transfer preparation. Graphs showing additional detail on these outcomes and notes on data sources are included. (EJV)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED271156

PERFORMANCE PROFILE

APRIL 1986

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES
THE JEFFREY BUILDING
16 FRANCIS STREET
ANNAPOLIS, MARYLAND 21401

JC 860 365

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

M. J. POPE

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☒ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Maryland State Board for Community Colleges

PERFORMANCE PROFILE

The State Board for Community Colleges has developed a concise summary of information about student outcomes called the Performance Profile. The purposes of the Performance Profile are to provide information to the Maryland community colleges for self-improvement and to demonstrate institutional accountability.

There are two central reasons for the development of the Performance Profile. First, it is sound educational practice to have a systematic method for reviewing institutional achievements, and second, there is a growing public concern about the quality of our educational system.

Several national reports have reflected the public concern. The recent study by the National Institute of Education, Involvement in Learning, recommended, "Student evaluations of academic programs and the learning environment should be conducted regularly. The results should be widely disseminated as a basis for strengthening the quality of undergraduate baccalaureate education." The Association of American Colleges, in its report, Integrity in the College Curriculum, recommended, "The colleges themselves must be held responsible for developing evaluations that the public can respect."

In Maryland, a Joint Chairmen's report of the State Legislature requested that the State Board for Higher Education analyze college performance indicators. The Governor has established a Commission on Excellence in Higher Education. The failure of 32 college graduates to pass a simple writing test to become teachers in Baltimore City has shaken public confidence about quality in higher education.

The development of the Performance Profile has been guided by the following principles:

1. The variables used in the Performance Profile should be consistent with the mission and goals of the Maryland community college system.

2. Maryland community colleges are committed to excellence in achieving the broad purposes of education, and they set high expectations for students in developing critical thinking, clear expression, and responsible citizenship. In an operational sense, quality is measured by student success, primarily in transfer achievement and occupational performance.

3. Assessment of college performance should be done in terms of multiple measures. Colleges are complex organizations with several overlapping goals, and no single variable should be thought of as a complete measure of success.

4. Data for each variable should be displayed as trends.

5. The primary body responsible for analyzing and acting on the Performance Profile are the local community college boards of trustees. Each board bears the primary responsibility for establishing the policy directions and evaluating the success of the college.

6. The Performance Profile should be accompanied by an explanation of its purposes, methodology, and limitations and made public.

The Performance Profile will be an evolutionary document, revised and improved as necessary; for example, criteria related to noncredit instruction will be developed. Data in the Profile will be updated annually by the State Board for Community Colleges and will be transmitted through the community college presidents to each local board for analysis and for action, as appropriate.

Maryland State Board for Community Colleges

PERFORMANCE PROFILE: GENERAL CHARACTERISTICS

	Degree goal achievement of credit students (a)	Graduated and/or transferred to Maryland public colleges (b)				Extremely satisfied and satisfied with instruction(c)					
						Graduates				Entrants	
	1978 %	1980 %	1981 %	1982 %	1983 %	1978 %	1980 %	1982 %	1984 %	1978 %	1982 %
Allegany	62	39	41			98	95	97	96	97	96
Anne Arundel	31	32	31			98	99	97	99	93	93
Baltimore	24	16	17			92	94	94	93	88	91
Catonsville	23	27	27			96	98	99	99	95	93
Cecil	-	15	18			92	100	100	99	95	94
Charles	32	20	33			98	97	98	97	98	95
Chesapeake	45	38	31			97	100	94	100	95	96
Dundalk	37	25	24			98	98	96	99	95	95
Essex	53	30	25			97	98	98	98	94	95
Frederick	44	39	45			99	99	98	98	95	96
Garrett	59	35	30			100	97	97	100	96	92
Hagerstown	22	37	40			100	98	98	98	94	97
Harford	57	-	-			99	97	98	98	95	95
Howard	37	35	36			96	94	95	93	93	93
Montgomery	35	30	29			97	98	97	97	93	94
Prince George's	20	28	26			97	97	99	99	96	96
Wor-Wic Tech	-	-	38			100	98	97	96	98	93
Systemwide	36	27	27			97	97	97	98	95	95

- The purposes of the Performance Profile are to provide information to the colleges for self-improvement and to demonstrate institutional accountability.
- Each criterion should be viewed in relation to the trend over time at the college, similar colleges, and the financial resources at the college.
- A - (dash) designates total cell size smaller than ten or data not available.

Footnotes:

(a) Associate degree goal achievement is defined as the percentage of first-time students with an AA degree goal who receive an AA degree within a four-year period beginning in the year shown. Source is 1978 entering class surveyed in 1982.

(b) Graduated or transferred is defined as the percentage of full-time, first-time students who either received an AA degree within a three-year period or had transferred to a Maryland public four-year college/university before receiving a degree. Out-of-state transfers are not included.

(c) Graduates were surveyed one year after graduation. Entrants were surveyed several years after initial entry. In systemwide results, a variation of $\pm$ 2 percent could be due to sampling error. For the colleges, variations of $\pm$ 5 percent could be due to sampling error.

pp:mp:05-28-86

Maryland State Board for Community Colleges

PERFORMANCE PROFILE: OCCUPATIONAL CREDIT STUDENTS

	Full-time employment in field of training (a)(b)				Employers rating training of graduates good or very good (a)				First-time pass rate for State nursing licensing examination				
	1978 %	1980 %	1982 %	1984 %	1978 %	1980 %	1982 %	1984 %	1980 %	1981 %	1982 %	1983 %	1984 %
Allegany	52	51	47	50	85	92	88	98	89	96	98	85	90
Anne Arundel	55	67	62	61	86	78	96	96	90	95	97	94	97
Baltimore	53	51	44	51	80	95	88	84	95	97	98	93	94
Catonsville	71	59	62	70	88	90	93	87	90	90	96	95	95
Cecil	67	58	57	62	-	-	-	93	-	-	-	80	86
Charles	64	62	57	63	97	93	94	89	61	75	92	87	88
Chesapeake	-	-	60	60	-	-	-	93	-	-	-	-	-
Dundalk	53	44	42	56	-	92	75	96	-	-	-	-	-
Essex	60	59	59	64	81	88	84	85	88	94	94	91	92
Frederick	67	68	60	61	75	61	75	100	100	100	100	96	100
Garrett	35	40	39	42	-	-	-	-	-	-	-	-	-
Hagerstown	60	62	59	58	94	86	86	97	100	90	89	89	96
Harford	62	52	53	53	88	87	84	85	82	81	88	96	86
Howard	65	60	54	63	81	88	81	78	77	84	92	86	85
Montgomery	52	50	42	49	87	84	91	91	97	95	98	97	95
Prince George's	50	60	55	60	88	89	95	81	81	80	79	83	90
Wor-Wic Tech	73	50	48	64	100	-	94	90	100	88	100	92	97
Systemwide	57	56	53	58	86	87	89	89	87	89	93	90	92

- o The purposes of the Performance Profile are to provide information to the colleges for self-improvement and to demonstrate institutional accountability.
- o Each criterion should be viewed in relation to the trend over time at the college, similar colleges, and the financial resources at the college.
- o A - (dash) designates total cell size smaller than ten or data not available.

Footnotes:

(a) Graduates and employers were surveyed one year after graduation. In systemwide results, a variation of ± 2 percent could be due to sampling error. For the colleges, variations of ± 5 percent could be due to sampling error.

(b) Includes those graduates who reported field of training directly or somewhat related to employment.

pp:mp:05-28-86

Maryland State Board for Community Colleges

PERFORMANCE PROFILE: TRANSFER CREDIT STUDENTS

	Transfer goal achievement (a)(b)					Good standing at					Extremely satisfied or satisfied with transfer preparation (b)				
	Graduates				Entrants	University of MD (c)				Other MD public 4-yr institutions(d)	Graduates				Entrants
	1978 %	1980 %	1982 %	1984 %	1978 %	1981 %	1982 %	1983 %	1984 %	1984 %	1978 %	1980 %	1982 %	1984 %	1978 %
Allegany	73	76	73	74	73	78	88	88	76	91	88	85	84	94	88
Anne Arundel	77	81	76	79	51	80	82	80	86	80	95	94	96	94	88
Baltimore	70	64	65	62	57	76	79	61	80	64	88	88	85	87	77
Catonsville	86	78	82	73	64	87	84	79	85	82	91	94	96	94	91
Cecil	83	93	71	55	-	79	83	77	73	75	97	81	95	93	100
Charles	79	63	73	68	72	71	78	78	82	77	92	95	91	90	98
Chesapeake	100	58	63	90	64	72	79	74	73	83	94	100	90	90	88
Dundalk	84	71	70	73	73	67	-	-	-	82	88	90	88	86	73
Essex	80	75	82	84	65	80	73	70	81	83	93	93	92	91	94
Frederick	86	83	76	76	71	79	86	83	83	71	89	93	95	91	82
Garrett	70	79	79	86	66	75	71	80	-	80	100	89	97	89	94
Hagerstown	-	80	85	71	76	78	80	74	82	84	-	90	92	97	87
Harford	83	89	77	79	69	78	77	79	78	76	94	89	98	91	94
Howard	75	86	86	81	74	76	77	73	83	65	97	92	90	90	94
Montgomery	84	81	81	77	66	81	83	80	85	76	89	94	91	90	90
Prince George's	81	79	78	72	64	79	80	78	84	75	93	93	92	95	93
Wor-Wic Tech	-	-	-	-	-	-	-	-	-	64	-	93	100	93	-
Systemwide	80	78	78	75	67	80	81	79	84	78	91	92	92	92	90

- o The purposes of the Performance Profile are to provide information to the colleges for self-improvement and to demonstrate institutional accountability.
- o Each criterion should be viewed in relation to the trend over time at the college, similar colleges, and the financial resources at the college.
- o Transfer success rates are affected by the choice and stability of major.
- o A - (dash) designates total cell size smaller than ten or data not available.

Footnotes:

(a) Proportion of students who had a goal to prepare for transfer who report having transferred.

(b) Graduates were surveyed one year after graduation. Entrants were surveyed several years after initial entry. In systemwide results, a variation of ± 2 percent could be due to sampling error. For the colleges, variations of ± 5 percent could be due to sampling error.

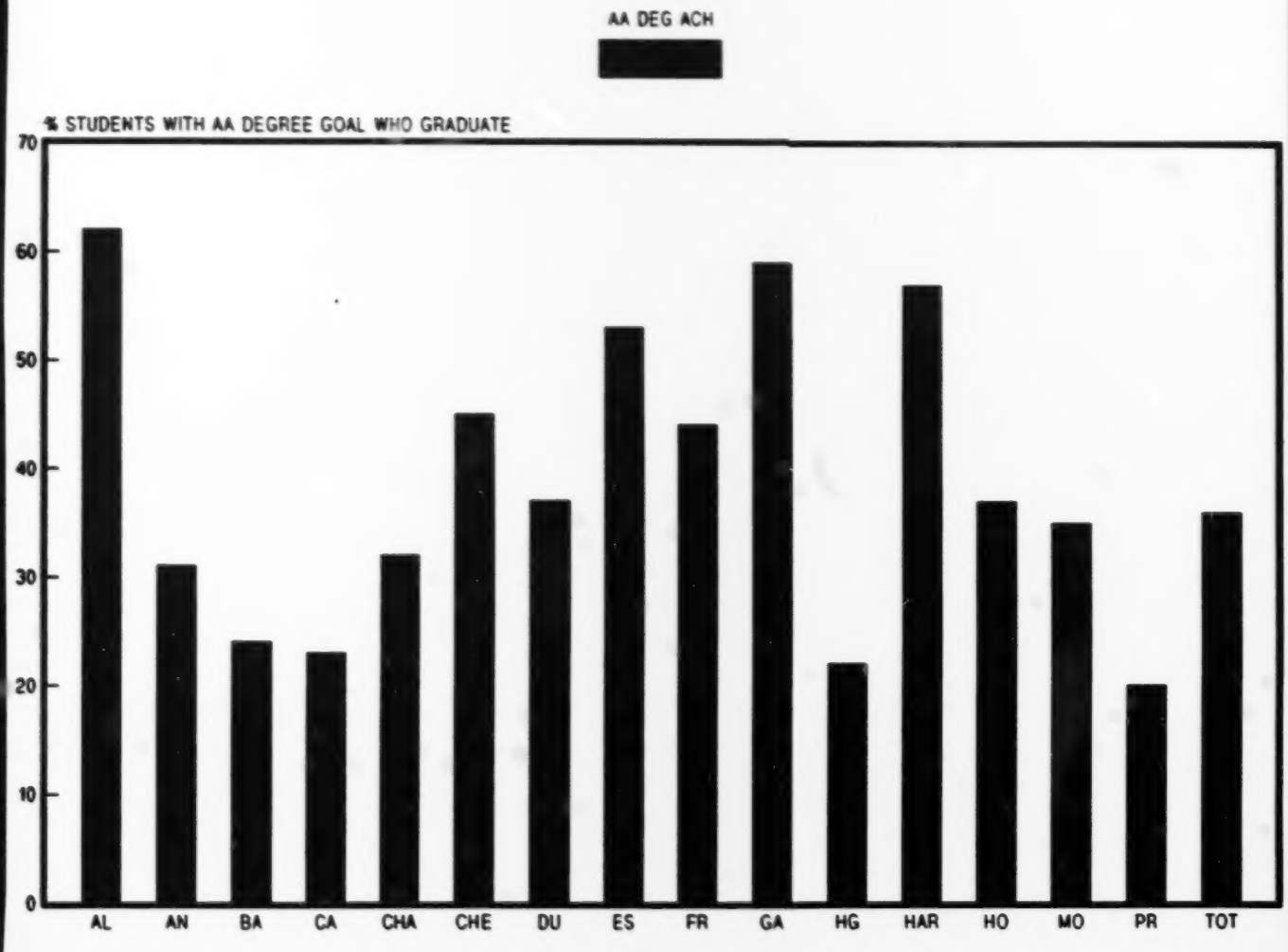
(c) Status of all transfer students.

(d) Status of first-time transfers during the first year of enrollment.

pp:mp:05-28-86

DEGREE GOAL ACHIEVEMENT

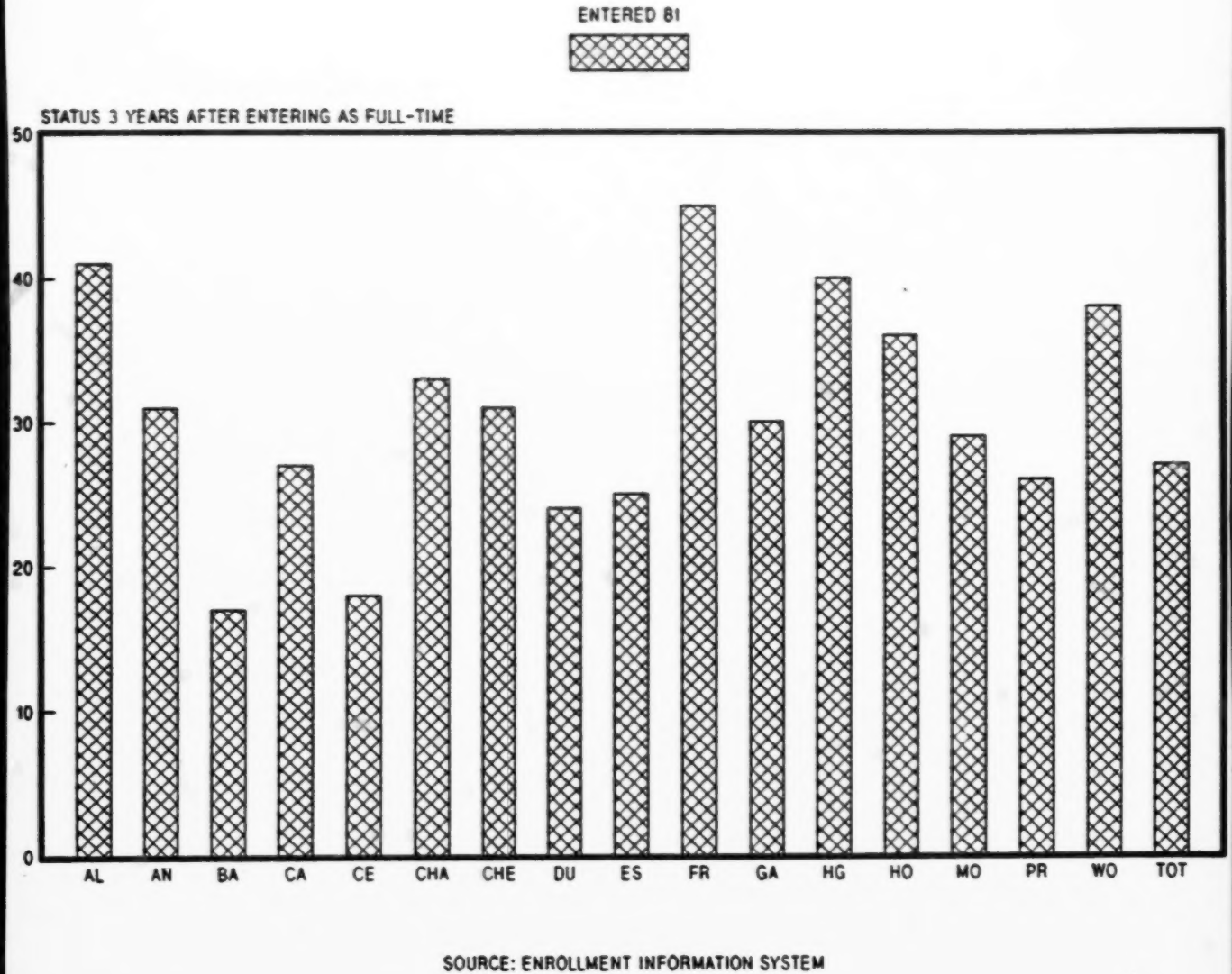
MARYLAND COMMUNITY COLLEGES



SOURCE: 1982 SURVEY OF ALL WHO ENTERED 1978

PERCENT GRADUATING AND/OR TRANSFERRING

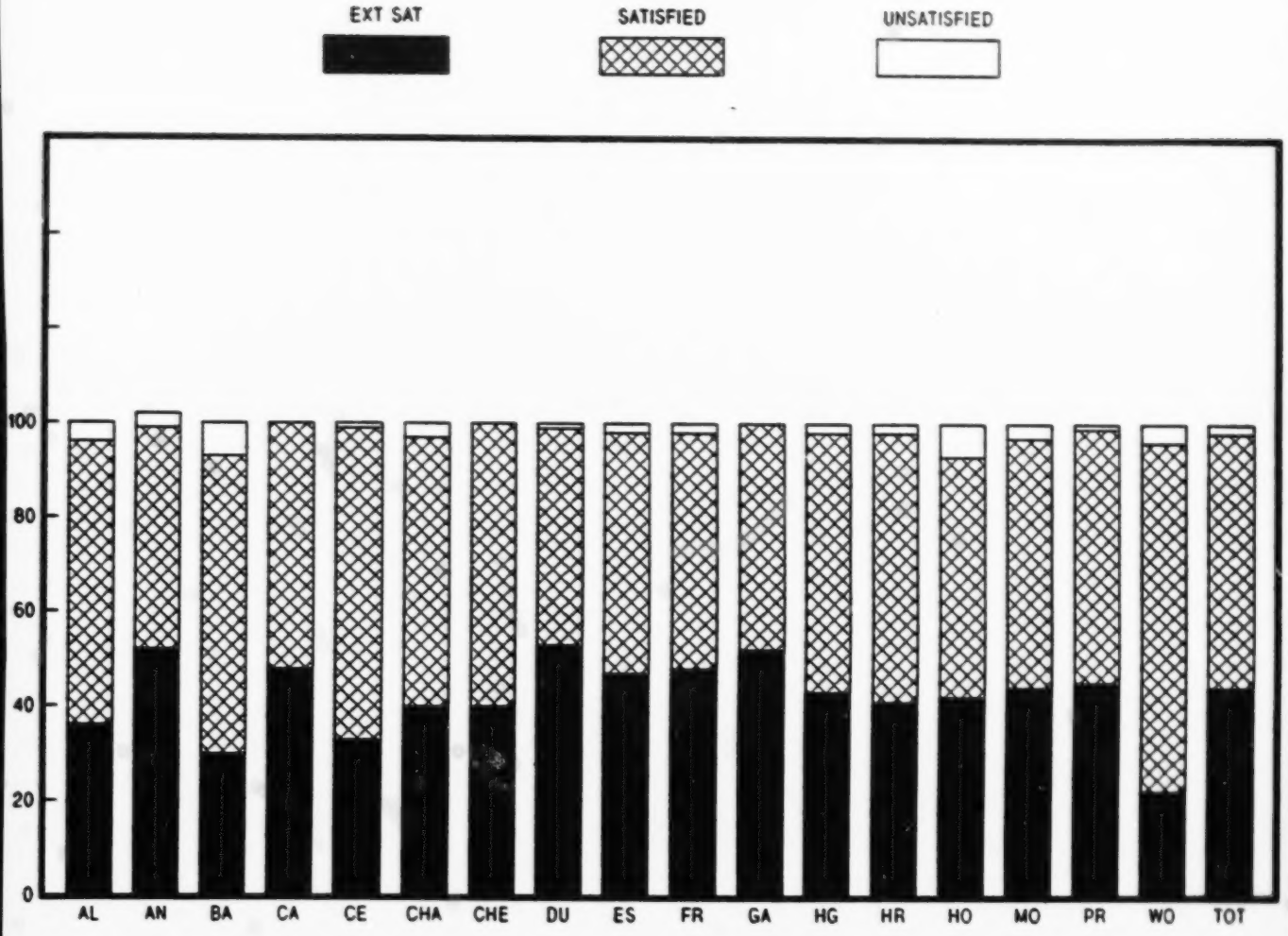
MARYLAND COMMUNITY COLLEGES



SOURCE: ENROLLMENT INFORMATION SYSTEM

SATISFACTION WITH INSTRUCTION

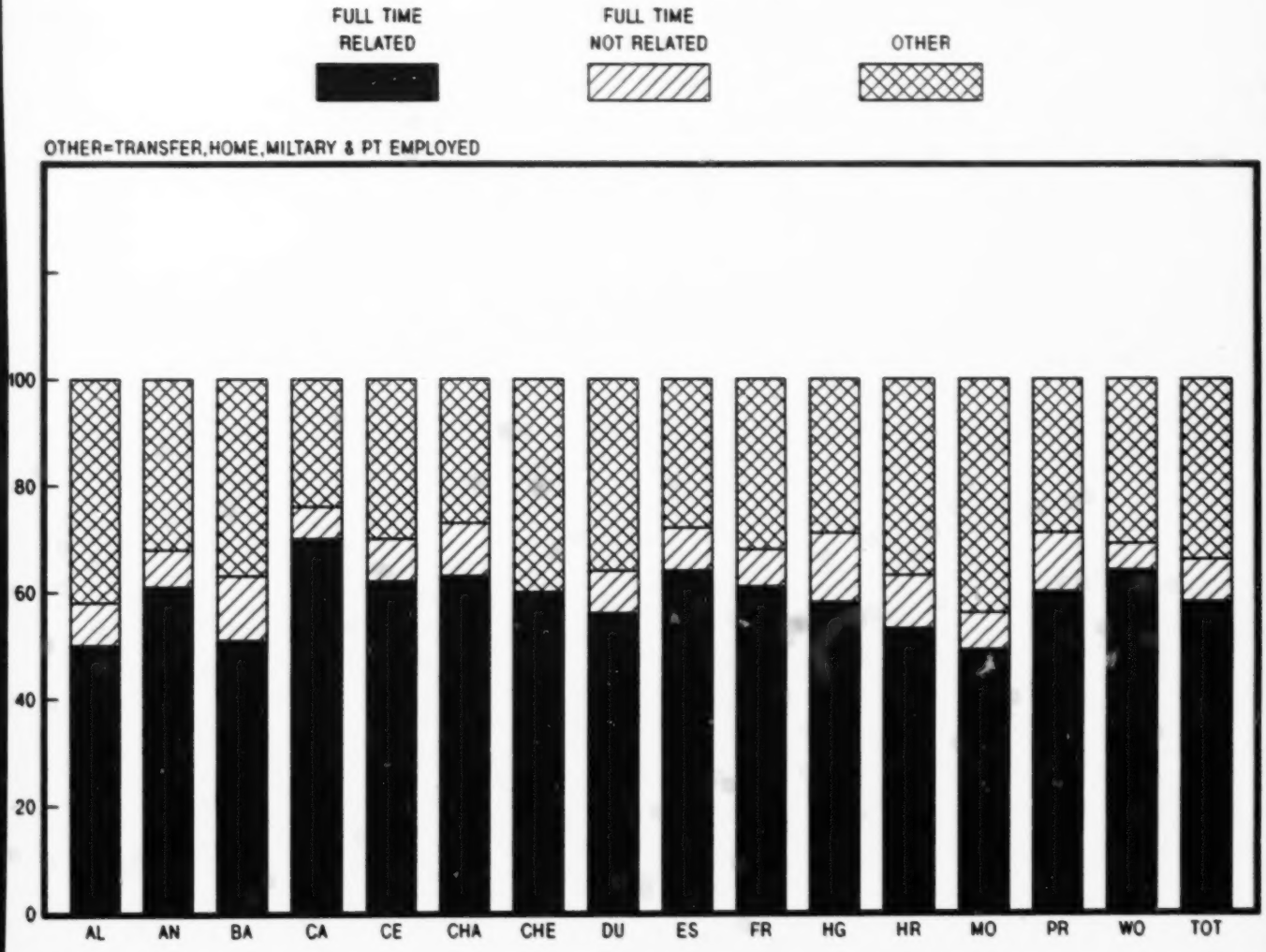
MARYLAND COMMUNITY COLLEGES



SOURCE: 1984 GRADUATES SURVEYED IN 1985

CAREER GRADS EMPLOYMENT IN FIELD OF TRAINING

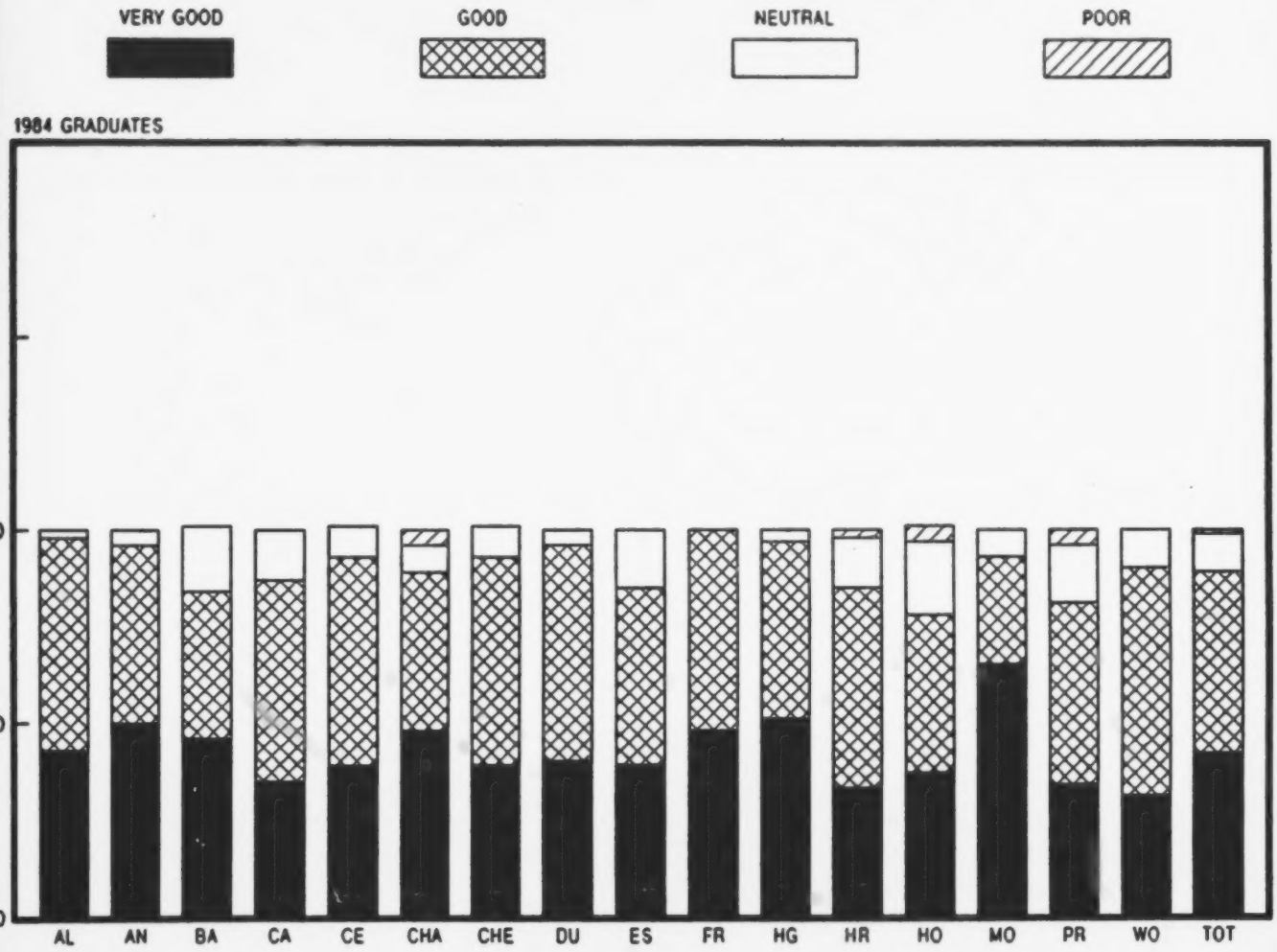
MARYLAND COMMUNITY COLLEGES



SOURCE: 1984 GRADUATES SURVEYED IN 1985

EMPLOYER RATING OF VOCATIONAL TRAINING

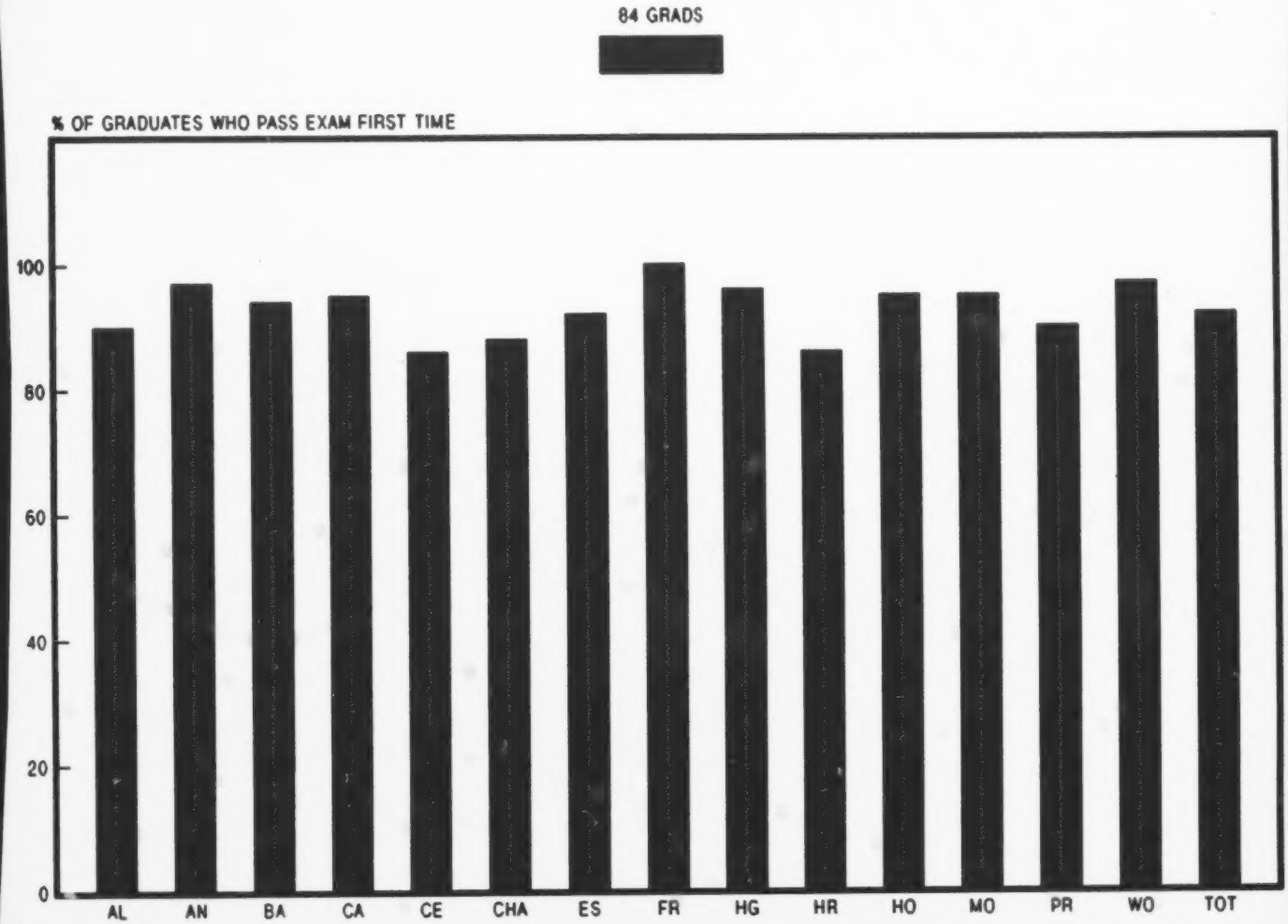
MARYLAND COMMUNITY COLLEGES



EMPLOYERS OF 1984 GRADUATES SURVEYED IN 1985

STATE NURSING LICENSING EXAMINATION

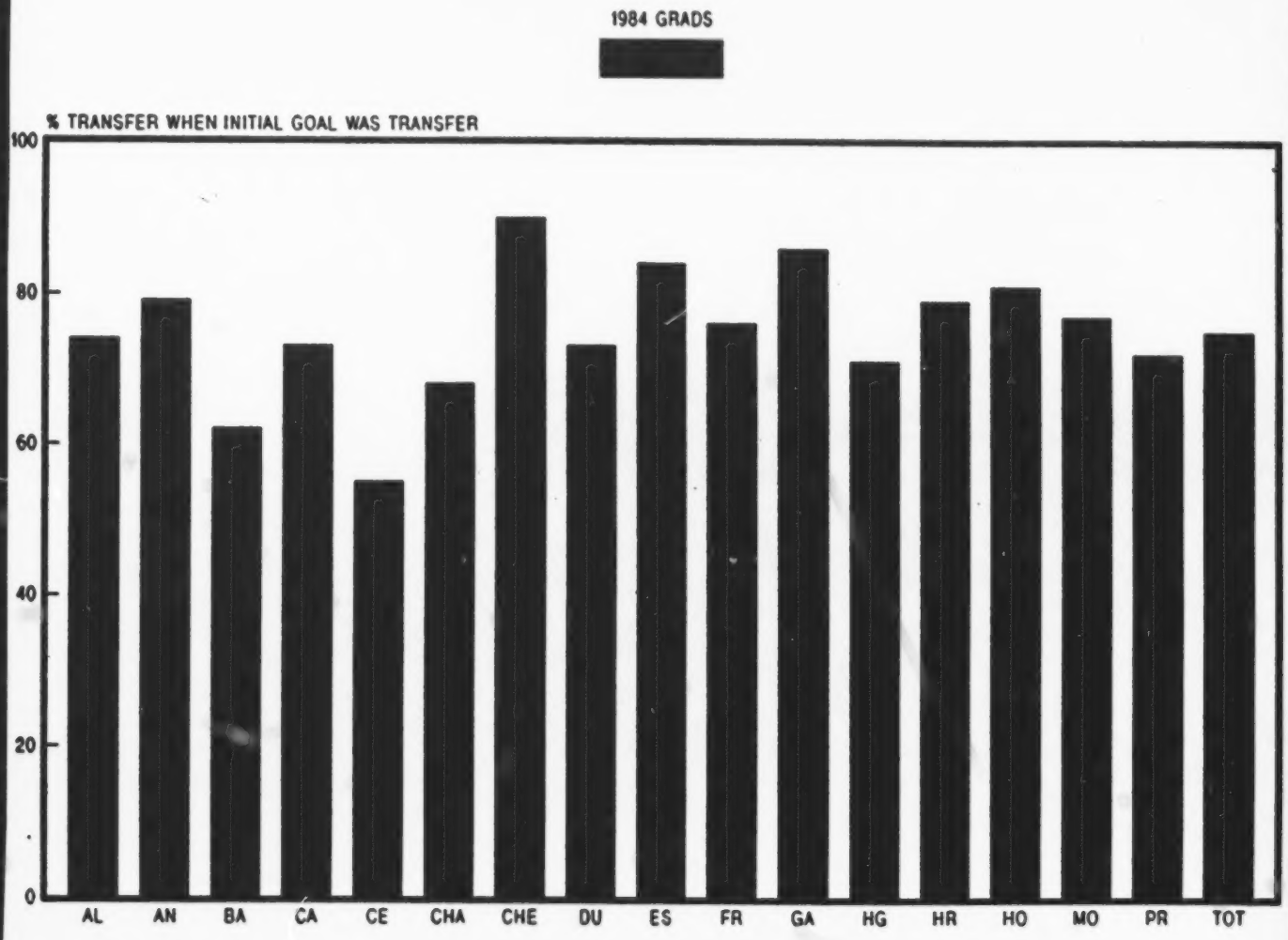
MARYLAND COMMUNITY COLLEGES



SOURCE: STATE NURSING EXAMINATION BOARD

TRANSFER GOAL ACHIEVEMENT

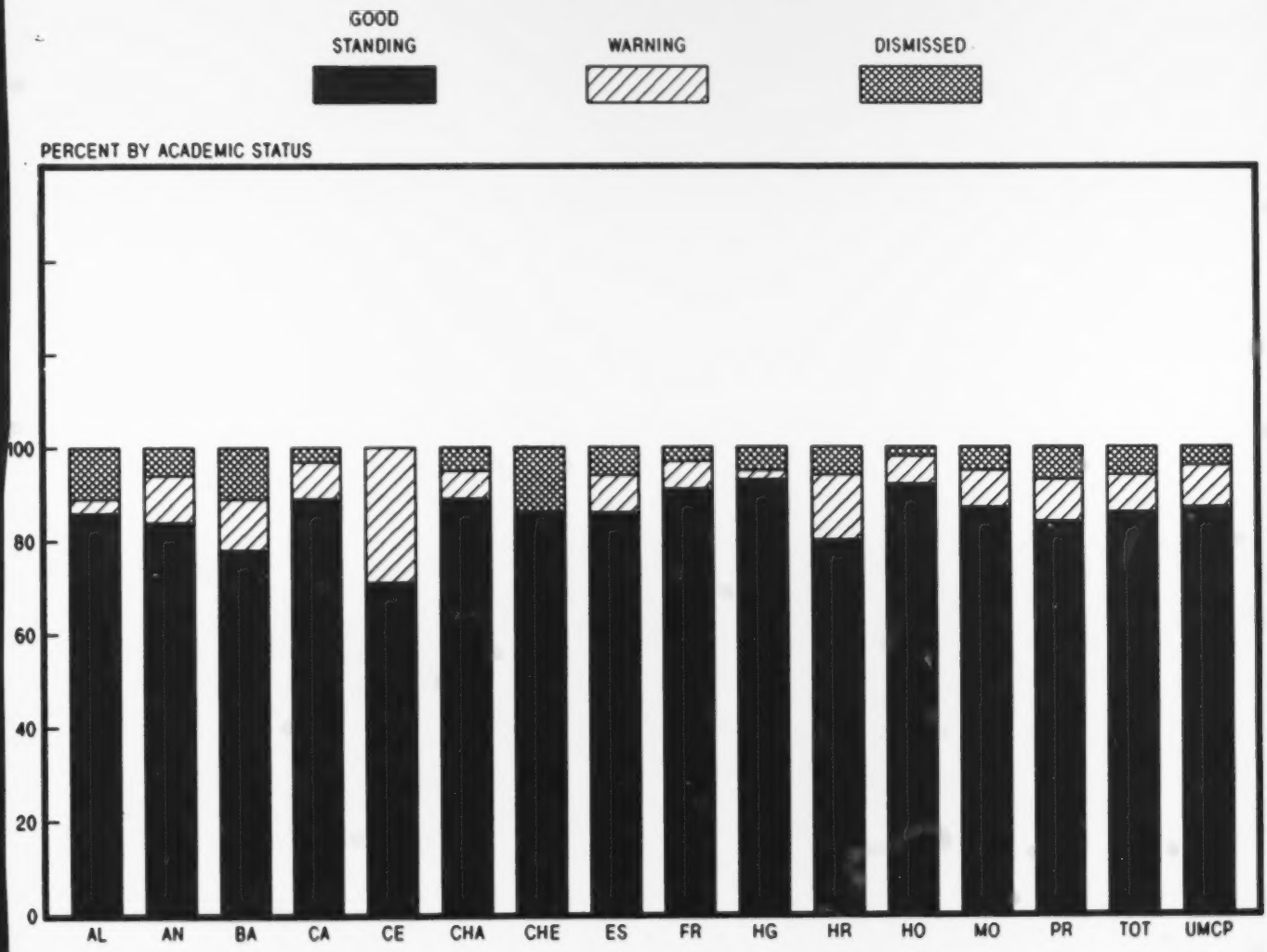
MARYLAND COMMUNITY COLLEGES



SOURCE: 1984 GRADUATES SURVEYED IN 1985

TRANSFER STUDENTS AT UMCP-FALL 1985

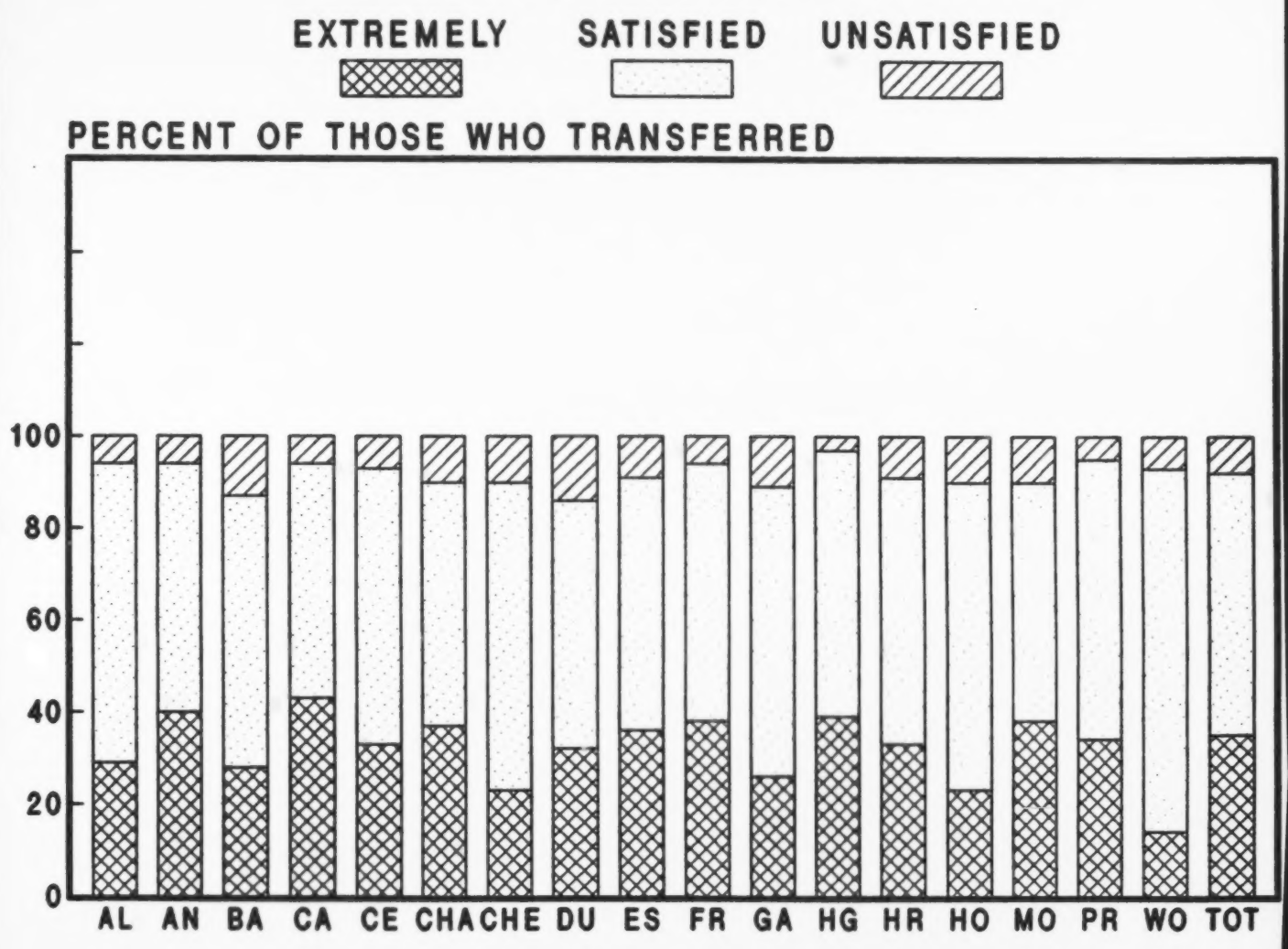
MARYLAND COMMUNITY COLLEGES



DATA FROM UNIVERSITY OF MARYLAND

SATISFACTION WITH TRANSFER PREPARATION

1984 GRADUATES



SOURCE: 1985 SURVEY OF 1984 GRADUATES

Maryland State Board for Community Colleges

PERFORMANCE PROFILE TECHNICAL NOTES

1. AA Degree Goal Achievement of Credit Students. Source is the 1982 survey of 1978 entrants. Students who changed their goal or who are still enrolled were excluded.

2. Graduated and/or Transferred to Maryland Public Colleges. Sources are the Enrollment Information System (EIS) and the Degree Information System (DIS) files of all two- and four-year public colleges/universities in Maryland. First-time, full-time students were identified on a college's Fall EIS file. If a student received a degree during the next three years and/or appeared on the EIS file of a four-year public college/university, he was counted as having graduated and/or transferred.

3. Extremely Satisfied and Satisfied with Instruction. Sources are the graduate and entrant surveys. Graduates were surveyed one year after graduation. Response rates for graduate surveys were 1978 (63 percent), 1980 (58 percent), 1982 (61 percent), 1984 (53 percent).

   The 1978 entrants were surveyed in 1982, four years after they first entered the college. The 1982 entrants were surveyed in 1984, one and one-half years after they first entered the college. The question in all these surveys was: How satisfied were you with the quality of classroom instruction in your program of study? The Performance Profile combines the responses of those who reported they were either extremely satisfied or satisfied. On a statewide basis, 42-44 percent have been extremely satisfied, 53-55 percent have been satisfied, and less than 5 percent have reported they were unsatisfied with the quality of classroom instruction.

4. Full-time Employment in Field of Training. Sources are the graduate surveys. Graduates were surveyed one year after graduation. All graduates were asked their employment status and the relationship between their program at the community college and their job. Graduates who reported they were employed full-time and their job was directly or somewhat related to their program are included in this item.

5. Employers Rating of Training of Graduates as Good or Very Good. Sources are employer surveys. Employers of graduates were surveyed one year after their employee had graduated. Among other items, they were asked to rate the technical knowledge, work attitude, and work quality and the overall vocational training received by the graduate as it relates to the requirements of the job. The employers who responded good and very good are shown. Other response alternatives included neutral, poor, and very poor.

6. First-time Pass Rate for the State Nursing Licensing Examination. The examination is for all graduates sitting for the examination for the first time.

7. Transfer Goal Achievement. Respondents were asked: What was your primary reason for attending this community college? If their response was to prepare for transfer to a four-year institution and they had transferred to a four-year college, they are included as having achieved that goal.

8. Good Standing at University of Maryland or Other Maryland Public Four-Year Institutions. Periodic reports from the four-year colleges provide information on the number of transfer students who are in good standing, on probation, or have been dismissed. The largest number of community college transfer students attend the University of Maryland College Park.

9. Extremely Satisfied or Satisfied with Transfer Preparation. Sources are the graduate and entrant surveys. If a student reported having transferred, he was asked: How satisfied are you with preparation for transfer? All students who transferred and reported they were extremely satisfied or satisfied are included. The percentage of those who reported being extremely satisfied during this period ranged from 35 to 36 percent, satisfied 56 to 57 percent, and unsatisfied 8 to 9 percent.

pp:mp:05-28-86

ERIC Clearinghouse for
Junior Colleges
AUG 8 1986